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ABSTRACT

This guide, in workbook form, offers an assessment model for service learning programs that focuses on the four constituencies of service learning: students, faculty, community, and the institution. The approaches described were evaluated and refined in a pilot study with 10 service learning courses. The model provides both quantitative and qualitative measures at three levels of assessment: diagnostic, formative, and summative. The first chapter explains the comprehensive case study model involving focus groups, individual interviews, surveys, direct observation, syllabus analysis, curriculum vitae review, and analysis of faculty journals. The second chapter covers strategies and methods for use with students and includes a student survey form, an interview protocol, and a student focus group protocol. A chapter on strategies and methods for use with faculty includes similar measures as well as a guide to classroom observation, teaching/learning continua, a guide to syllabus analysis, a faculty journal protocol, and a guide to curriculum vitae analysis. The following section, on strategies and methods for use in the community, includes a community observation guide, a community focus group protocol, and a community partner interview protocol. The final section focuses on the institution with an institutional interview protocol and a list of institutional documents. Sample agreement forms are included. (DB)

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Assessing the Impact of Service Learning:

A Workbook of Strategies and Methods

Center for Academic Excellence

Portland State University

April 1998
2nd Edition

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Assessing the Impact of Service Learning:

A Workbook of Strategies and Methods

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Portland State University

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April 1998

INTRODUCTION

This handbook emerged from our efforts to develop an assessment model that responds to the complexity of service learning and that focuses on all four constituencies of service learning -- students, faculty, community, and institution. The approaches provided in this handbook have been piloted in our study of ten service learning courses and have been examined and revised as part of our development work. This 2nd edition reflects revisions based on our continuing analysis.

The approaches in this handbook provide both quantitative and qualitative measures to document, describe and assess service learning. There was attention to three levels of assessment - diagnostic, formative, and summative - in the organization of approaches.

The story that begins the handbook is a description of how we developed the assessment model that led to this collection of approaches and information. It is intended to help you understand the rationales and foundations for the assessment approaches within. We hope that you can identify with our struggles and questions, and decisions. We welcome your input, your experimentation, and your additions. This collection is a work in progress as we continue to learn about service learning.

Best wishes for your service learning work!

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CASE STUDIES OF SERVICE LEARNING COURSES: INSIGHTS ABOUT ASSESSMENT

Service learning is an educational methodology which combines community service with explicit academic learning objectives, preparation, and reflection. Students participating in service learning are expected to provide direct community service as part of academic courses, to learn about and reflect upon the community context in which service is provided, and to understand the connection between the service and their academic coursework. These experiences are developed through a collaboration between community partners and the educational program, relying upon partnerships designed to be of mutual benefit.

Service learning has become an integral part of the academic experience of students at Portland State University. As an urban university, our goal is to link the intellectual resources of the university to the community through teaching, research, and service activities. The urban mission seeks to contribute meaningfully to the community's capacity to address local issues and concerns while also enhancing the educational experience of students. When we revised our general education curriculum in 1993, our commitment to the integration of service learning in the curriculum became focused and supported. The new approach to general education was specifically designed to fulfill our community-connected mission, to better accommodate our non-traditional student population, and to promote research on effective teaching and learning. Service learning was integrated throughout the new general education curriculum in freshmen inquiry courses, a broad array of sophomore and junior courses with service learning components, and in a required community-based senior capstone course. Service learning has also been integrated into a number of other undergraduate and graduate courses across the university.

After almost a year of effort, feelings of success, and signs that we were making a difference, we needed to develop assessment strategies that would both test our assumptions about the value of service learning and provide us with data to guide continuous improvement of our programs. Other questions emerged:

- What is really happening to our students?
- Are students learning more? What are they learning?
- What is the effect in the community?
- What about faculty? How does the experience influence them?
- How will we know when service learning is institutionalized?
- How can we improve service learning experiences?
- What changes should we make in our service learning offerings?

Our service learning activities require multiple resources, such as faculty time and expertise, student transportation, coordination, community time and expertise, additional student hours, and finances. We intended that the partnerships and service learning experiences would benefit students, community, faculty, and the institution through a shared effort. Thus, we were faced with the importance of demonstrating that service learning courses did make a difference. Our university leadership challenged us to establish a "culture of evidence" (Ramaley, 1996) so we committed to document the impact of service learning.

All the signs were there! Students talked about their intent to volunteer after their service learning courses were finished and described their experiences with expressions such as "relevant learning." Faculty explored ways to connect more courses to community service and described their experiences with expressions such as "renewed engagement in teaching." The calls from community groups were increasing and current partners described their experiences with expressions such as "better quality projects from students than we expected." We had set our sights on the institutionalization of service learning with enthusiasm and commitment. How would we evaluate the outcomes and impact of the effort?

Literature Review

Many institutions experience difficulties in integrating and sustaining service learning because of the lack of systematic and objective evaluation data documenting the impact of service on students, faculty, institutions, and on the community itself (Giles, Honnet, and Migliore, 1991). Until recently, the lack of significant progress in the development of assessment measures to evaluate service learning has been discouraging. With hopes of learning about other institutions' experience, we turned to the literature of curricular development and service learning for examples of approaches to assessment of service learning. A literature review informed us that there was little help in terms of models, approaches, and instruments. Instead, we found documentation of the recognition that the assessment of service learning would not be a simple straight forward process. A number of factors contributed to the assessment challenge:

1. There was a lack of agreement about the outcomes of service learning. Some institutions offered service learning to promote citizenship. Other programs intended for students to develop critical thinking. Our own institution was concerned about enhanced student learning and career exploration while providing a service to the community.

2. There are multiple constituencies of service learning -- students, faculty, community, and institutions -- so assessment must encompass a broad range of benefits and consider the diverse perspectives of each constituent group.

3. Universities have just begun to improve the assessment of student outcomes after a long tradition of ineffective assessment practices, and have not even begun to direct efforts to the assessment of impact on the community, faculty, or the institution.

Clearly, the potential benefits of service learning are spread among different constituencies: students, faculty, community, and institution. Colleges and universities have struggled with the assessment of student learning and institutional impact. There are multiple projects focused on the impacts of service learning on students, but little effort toward assessing faculty impact, and only discussion about the importance of assessing community impact (Markus, Howard and King, 1993; Bringle and Kremer, 1994; Cohen and Kinsey, 1994; Giles and Eyler, 1994; Wechsler and Fogel, 1995; Hesser, 1995).

The issue of multiple constituencies is a major challenge to the task of assessing service learning if institutions are to effectively evaluate the full ramifications of a commitment to the integration of service learning in the curriculum. This is especially important to institutions that adopt a partnership philosophy that emphasizes the mutuality of the intended benefits of partnership as the essence of service learning. This

workbook offers a needed model for practical assessment of the impacts on constituents of service learning (Driscoll, Holland, Gelmon, and Kerrigan, 1996).

Direction for Our Assessment Efforts

In response to the paucity of assessment approaches in the literature and with attention to our campus-wide service learning approach, we decided to test the use of comprehensive case studies as a structural approach to the assessment of the impact of service learning. An additional objective was to develop assessment strategies that would be adaptable to other community service activities.

The lack of available models broadened our study rather then narrowing its focus. We decided to explore as many different assessment methods as possible. Our intent was to determine which approaches would yield useful information with respect to the impact of service learning. We also sought information that would inform our future efforts, and yield insights for improvement. This handbook presents the results of a three-year research project that tested both approaches to and instruments for the assessment of service learning, and also resulted in findings regarding the impact on service learning constituents.

A team of administrators, faculty, and students was formed to respond to the need for assessment. The team established goals for its assessment work:

- To develop an assessment model appropriate for service learning at our institution;
- To experiment with multiple assessment approaches;
- To develop an assessment model that would provide both formative and summative data;
- To begin the process of documenting the impact of service learning at our institution;
- To develop a model that could be applied to other forms of community service; and
- To share this model with others to inform their own assessment activities.

Research Design and Decisions

Before designing an assessment model or making choices about assessment approaches or strategies, our team analyzed the goals of service learning in the context of our institutional mission and academic objectives. That analysis directed the development of four similar hypotheses:

- Participation in service learning will have an impact on students.
- Participation in service learning will have an impact on faculty.
- Participation in service learning will have an impact on community.
- Participation in service learning will have an impact on the institution.

From these hypotheses came the need to analyze the concept of impact for each constituency. In addition, the goals of our university's new approach to general education highlighted the linkage between service learning as an integrated element of the

curriculum, and the desire of the institution to increase the focus and quality of the student learning experience.

Service learning was not an isolated or separate element of learning, but was central to a larger plan to create a coherent learning experience for our students. Thus, a fifth hypothesis was developed:

- Service-learning courses will transform the teaching and learning paradigm of the university from a traditional instruction model to an interactive learning model.

The research team consulted with students, faculty, other institutional representatives, and community partners to determine variables of impact for each constituency. These variables reflected and illustrated the institutional objectives and expectations for service learning. This proved to be a major work task of the development process. By giving attention to a wide range of possibilities, impact variables were developed for each of the four constituencies followed by a set of measurable indicators for each variable. The indicators were predictions of evidence for each variable and defined data needs. The final step of this stage was a review of indicators to match them with appropriate data collection methods. The variables, indicators, and recommended methods are shown in Tables 1, 2, 3, and 4.

In an effort to learn about assessment of service learning and to address the range of variables, a comprehensive case study model was designed. As many approaches as possible were integrated into the model to explore assessment as comprehensively as possible. We anticipated that some approaches would yield useful information and some approaches would not. With no tradition to build on, our approach was both exhaustive and inclusive.

Study Methodology

As indicated in our research design, the broad range of variables and indicators directed the use of a similarly broad range of measurement tools. A blend of quantitative and qualitative approaches composed the case study. Some of the approaches were intended to be used in a pre-post format or as a one-time measurement. Other approaches were intended to be used for ongoing assessment during a course for formative assessment.

Once measurement tools were matched to the variables and indicators, three major categories of data collection methods emerged. Figure 1 displays those categories -- in-person assessment, independent reflection measures, and review of existing documents. In-person assessment is composed of interviews of students, faculty, community, and institutional representatives; focus groups conducted with students and community groups; and classroom and community observations of service learning courses. Independent reflection instruments are journals and post surveys of students and faculty. Review of existing documents includes analysis of syllabi, review of faculty vitae, analysis of institutional reports, and activity contact logs.

Basic descriptions of each of the major approaches used in the case studies follow:

1. Focus groups are audio-recorded, focused or directed group discussions with a facilitator and a notetaker.
2. Interviews are usually one-on-one audio-recorded conversations with questions posed by the interviewer and responses given by the interviewee. The interviewer may probe beyond the planned set of questions to expand responses, explore ideas, and clarify answers.
3. Surveys are written instruments with both open and closed questions. Closed questions give respondents a choice of responses. Open questions encourage respondents to formulate their own responses.
4. Observations are processes of watching and listening to behavior, conversation, environment, interactions and other dynamics. Observations are recorded in a variety of forms: descriptive narratives, tallies, checklists, rating forms, or anecdotal records. Observations may be focused with specific questions or topics to address or open to record whatever is observed.

Other approaches were unique to the case study model (syllabus analysis, curriculum vitae review, faculty journals) and are described in the instrument section of this handbook. All approaches are described in terms of purpose, preparation, administration, analysis, and reflective components. A summary of all instruments is presented in Table 5.

Study Chronology

During Winter quarter 1996 the comprehensive case study model was piloted in four service learning courses at Portland State University. The courses were selected to ensure diversity of disciplines and variation in the kind of service. The courses studied included a graphics design course in the School of Fine and Performing Arts, a public health course in the Colleges of Urban and Public Affairs, a technical writing course in the College of Liberal Arts and Sciences, and an introductory education course in the School of Education. Graduate research assistants and project team members conducted classroom and community observations, interviews of faculty, students, and community partners, and focus groups with students and community partners. Faculty maintained reflective journals throughout the courses.

After analyzing the data from the four case studies and subsequent revision of instruments, case studies were conducted for six additional service learning courses in 1996-97. These courses were in foreign languages, psychology, urban studies, geography, linguistics, and English. During the summer of 1997 data analysis was completed for the second set of course case studies. 1997-98 has been dedicated to analysis and revisions to the model and instruments.

In addition, a modified version of this assessment model has been applied to the evaluation of a national project to promote the integration of service learning into health professions education programs. This evaluation method has involved the 19 grantees of

the Health Professions Schools in Service to the Nation program (Gelmon, Holland, Morris, 1996).

What We Learned About Assessment

An analysis of all of the case study data was conducted for two purposes: to confirm the impact variables and indicators, and to evaluate and revise the assessment approaches for their effectiveness in producing useful data.

Refinement of Impact Variables

When the findings were reviewed with the variables and possible indicators, the data confirmed some of our predictions and negated others. Our experiences of conducting case studies in 10 courses directed the following changes:

1. Enhanced clarity of language for both variables and indicators;
2. Addition of new variables and more precise indicators;
3. Deletion or consolidation of approximately 20% of the variables and indicators;
4. Corrections in the match of appropriate and effective measurement approaches with variables and indicators.

Tables 1, 2, 3, 4 include the revised variables, indicators, and measurements.

Assessment Approaches

We reviewed the range of assessment approaches with the goal of refining our comprehensive model for future use. Our first review of the assessment approaches was a comparison of their basic features as displayed in Table 6. The case study was a work intensive process and it was important to consider features such as efficiency of both administration and analysis. The analysis did indicate that some of the less efficient approaches provided detail and rich data, but the quality of data obtained from several of the less efficient approaches clearly offset the inefficiency of collection and analysis efforts.

Our second review process was one of summarizing the information gained from each assessment approach. A description of "what we learned" from the data provided by each approach follows:

Pre-post Surveys. We learned that little change could be expected in a ten week course. The surveys indicated the possibility of a negative effect of service learning courses on student perceptions of service. These effects were not to be avoided but understood. The literature talks about the effect of community issues and problems appearing so overwhelming to students that they feel powerless and incapable of having any influence. The surveys did show that community experiences can affect career choices, inspire volunteerism, and enhance the relevance of a course, but effects were not statistically significant. A longer time frame is necessary to see major effects.

Interviews of Students. We learned that our students have a critical need to be successful in their community work, and feel a serious obligation to their community partners. There was an immense diversity of student responses to the service learning experiences, from extremely positive enthusiastic confirmation to complaints about

logistics. Students described new awareness of self, community, and societal issues. We gained many insights about how students think about learning, the educational system, their learner role, and specific course work. The interviews provided useful perspectives for improvement of institutional support and course planning of service learning.

Focus Groups of Students. Focus groups gave us a "snapshot" of issues plus data about particular variables. The insights gained were similar to those gained from interviews, although slightly less detailed. We learned of students' agreements and disagreements with various issues in the community. Questions of the value of service learning in the context of required time and effort were discussed with strong pros and cons. We gained useful feedback for structuring future service learning experiences.

Interviews of Faculty. Faculty interviews revealed the hopes and expectations of faculty before courses began. They were characterized by enthusiasm, concern about logistics, and a sense of experimentation with pedagogy. Post-interviews were reflective as faculty discussed changes in their teaching. There was general satisfaction with student outcomes and with community relationships, as well as individual insights about teaching styles and community roles.

Interviews of Community Partners. These interviews revealed a lack of match between academic time frames and community schedules. The partners described new insights about service learning, and about the university. There was appreciation for the connection with faculty and a desire for ongoing partnerships. The need to be attentive to partner needs was highlighted.

Focus Groups of Community Partners. A strong theme of these focus groups was the importance of faculty involvement with the community organization and the importance of an ongoing relationship with the community partner. A second theme was an expression of admiration for the quality of service or project provided by the students resulting in a commitment to continue working with the university. We also discovered that community partners may need assistance in developing methods to assess changes in the capacity of their organization as a result of service learning. Community partners also asked for greater access to the university.

Observations of Classrooms. We learned of the immense diversity in teaching styles, use of class time, roles of faculty and students, and how community experiences were integrated. We saw a range of quantity and quality in faculty/student interactions and reflective pedagogy. Faculty structure reflection differently. Our observations attribute different effects of community experiences to differences of individual faculty rather than to academic disciplines, but all faculty instruction showed the influence of community involvement increasing as courses proceeded.

Observations of Community. Our observations confirmed the wide range of involvement students had with community groups -- from one visit to weekly interactions. The role of community partners also varied widely -- some simply provided orientation and never interacted with students, some co-taught classes with the faculty instructor, and some interacted consistently and provided supervision for students. We learned that it will be important to assist some community partners with the skills to work with students.

Syllabi Analysis. We learned that there are differences in the clarity of faculty description of course outcomes in their course syllabi. Faculty integrate community service with academic content with variation in the extent of integration and in the

approaches. This analysis gave indications of need for faculty development efforts to ensure preparation of comprehensive syllabi.

Vita Analysis. Faculty bring varied levels and experiential backgrounds of community involvement, and their teaching bears evidence of these levels. We began to get a profile of those faculty who use service learning approaches. The profile showed a range of years of university experience, professional rank, and academic discipline. The analysis template will assist faculty in developing vita that document their service learning accomplishments.

Journal Analysis. Faculty who were experienced in journal writing were able to document their experiences and critically reflect upon these. Other faculty expressed some difficulty with the activity of reflection, suggesting the need for faculty development in skills of critical reflection. Such development could also enhance faculty capabilities in structuring student reflection activities.

Decisions and Conclusions for Future Assessment

The Current Model

Once we completed our data analysis and review processes, we reconstructed the case study model using what we had learned about each assessment approach. We decided to continue using the student surveys, but only as a summative approach at the end of a course. Although the classroom observations were labor intensive, their contribution to explanations and elaborations about the data from focus groups and interviews was invaluable. We decided to continue the classroom observations but to limit the number. Instead of a bi-weekly observation, our observations would capture the beginning, the middle, and the end of a course. At least one community observation per course was also important to retain.

Although student interviews and focus groups provided similar information, they provided different contexts for students to participate in the assessment process. Each provided valuable additional insights worth documenting. We revised the questions in both protocols to diminish the duplication and enhance the differences.

The syllabus and curriculum vitae analysis guides offer useful structures to support continuing faculty development and career documentation. Journals are strongly recommended to facilitate ongoing reflection on the service learning experience.

We continue to experiment with the case study model. Our general conclusion is that service learning is such a complex process that it requires a complex and comprehensive assessment model. Each of the approaches of the model serve to clarify, explain, or elaborate on the data provided by another approach.

We have also concluded that the act of assessment is important for its role in communicating the value of service learning. Developing a "culture of evidence" to document the impact of service learning supports its institutionalization and fosters communication among the constituencies. For each of the four constituencies, engagement in the act of assessment was shown to be a valued element of the service learning activity because each appreciates that their unique perspective is recognized and

respected. Assessment is valuable beyond measurement of outcomes and warrants our resources, our time, and our commitment.

Organization of the Workbook

This second edition of the workbook includes the most recent revisions of instruments and protocols. These revisions came from the analysis of data, feedback from users of the workbook, and additional material developed since the first edition.

Following this introductory narrative and the supporting figures and charts, you will find the instruments we have developed in support of this assessment model. The instruments are organized by constituent group, and are presented with basic information on the purposes of each and recommendations for administration, analysis, and reflection. Where relevant, suggestions for further exploration of literature on assessment methods is provided.

As you select among the methods proposed in our comprehensive model, we hope you will give us feedback about your own experiences and findings regarding the application of the model. We look forward to working with colleagues in our own and other institutions as we seek to better understand and document the assessment of service learning and its impact on students, faculty, the community, and the institution.

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Table 1

VARIABLES, INDICATORS AND MEASUREMENT

For each hypothesis, there are multiple impact variables. For each impact variable, there are indicator(s) and suggested measurements with which to determine whether the indicator is present. The variables, indicators, and measurements are described for each constituency of the study.

FOR STUDENTS:

VARIABLES	INDICATORS	MEASUREMENT
Awareness of community	•Knowledge of community issues, needs, strengths, problems, and resources	Interviews Focus groups Classroom observation
Involvement with community	•Quantity/quality of interactions •Attitude toward involvement •Feedback from community •Reciprocity and interdependence between community and students	Interviews Focus groups Classroom observation Survey Community observation
Commitment to service	•Attitude toward current service experience •Plans and barriers to future service •Reaction to demands and challenges of the service	Surveys Interviews Focus groups Classroom observation
Career development	•Career decisions/opportunities •Match of individual with career •Development of professional skills related to career	Surveys Interviews Focus groups Classroom observation
Self awareness	•Awareness of strengths, limits, goals, and fears •Change in preconceived understandings	Surveys Interviews Focus groups Classroom observation
Understanding of course content	•Role of community experience in understanding and applying content •Perceived relevance of community experience to course content	Interviews Surveys Focus groups Classroom observation
Sensitivity to diversity	•Attitude •Understanding of diversity •Knowledge of new communities •Self confidence and comfort	Interviews Focus groups Classroom observation Community observation
Sense of ownership	•Autonomy and independence from faculty •Learner role •Responsibility for community project •Sense of own role in partnership	Focus groups Class observation Survey Interviews
Communication	•Perceived skill development •Recognition of importance of communication	Interviews Focus groups Classroom observation Community observation
Valuing of pedagogy of multiple teachers	•Role of student peers in learning •Role of community in learning •Role of faculty in learning •Perception of community as teacher	Interviews Classroom observation Focus groups Surveys Community observation

Table 2

VARIABLES, INDICATORS AND MEASUREMENT

For each hypothesis, there are multiple impact variables. For each impact variable, there are indicator(s) and suggested measurements with which to determine whether the indicator is present. The variables, indicators, and measurements are described for each constituency of the study.

FOR FACULTY:

VARIABLES	INDICATORS	MEASUREMENT
Awareness of community	•Definition of community •Specific definition of community site •Ability to describe conditions, needs •Knowledge of strengths, resources	Interviews Journals Classroom observation
Level of volunteerism	•Valuing personal volunteerism •Actual volunteerism (nature and quality) •Plans for future volunteerism	Vita Journals Surveys Classroom observation
Professional development	•Related conference/seminar attendance (local and national) •Leadership/mentoring role in promoting community-based learning	Vita Interviews Journals Surveys Activity logs Portfolios
Scholarship	•Connection between community-based learning in articles, research proposals and projects, local and national presentations •Evidence of community-based learning in scholarship	Vita Artifacts (papers, grants, presentations) Surveys Interviews Portfolios
Teaching methods	•Influence of community-based learning on initial class format and organization •Influence of community-based learning on evolving class format and organization •Faculty/student interaction •Frequency of reference to community	Classroom observation Journals Surveys Teaching & learning continua Interviews
Philosophy of teaching/learning	•Definition of community-based learning •Student mentoring •Faculty/student roles •Curriculum •Pedagogy	Interviews Classroom observation Journals Teaching and learning continuum Interviews
Commitment to community-based teaching & learning	•Sustained involvement in community-based learning over time •Integration of community service with teaching and scholarship •Valuing community partnerships •Investment in partnership activities (time spent, quantity and quality of interactions)	Interviews Journals Community focus groups Vita Classroom observation Portfolio

Table 3

VARIABLES, INDICATORS AND MEASUREMENT

For each hypothesis, there are multiple impact variables. For each impact variable, there are indicator(s) and suggested measurements with which to determine whether the indicator is present. The variables, indicators, and measurements are described for each constituency of the study.

FOR COMMUNITY:

VARIABLES	INDICATORS	MEASUREMENT
Capacity to fulfill mission	•Insights about organizational direction •Insights about operations •Number of clients, services •New connections, networks •Value added	Interviews Focus group
Economic effects	•Value of services, products provided by faculty and students •Funding opportunities •Demand on organizational resources	Interviews Observations Focus group
Perception of mutuality	•Partner understanding of shared goals & benefits •Extension of partnership to other university involvement •Community self-identity as educators •Description of influence on PSU •Level of trust	Interviews Focus group Observations
Awareness of university	•Knowledge of programs, resources •Awareness of limitations •Ability to "navigate" the university	Interviews Focus group
Sustainability of partnership	•Preparedness for partnership •Levels/nature of contacts •Desire for ongoing relationship •Ability to articulate suggestions for improvement •Ability to articulate clear criteria for success •Perceived challenges	Focus group Observations
Satisfaction with interaction	•Level of communication/interaction with students/faculty •Appraisal of specific products/service/outcomes •Positive and negative feedback •Public communication about partnership	Focus group Observations Artifacts Interviews

Table 4

VARIABLES, INDICATORS AND MEASUREMENT

For each hypothesis, there are multiple impact variables. For each impact variable, there are indicator(s) and suggested measurements with which to determine whether the indicator is present. The variables, indicators, and measurements are described for each constituency of the study.

FOR THE INSTITUTION:

VARIABLE	INDICATORS	MEASUREMENT
Role in community	•Requests for assistance from community •Influence on recruitment/enrollment •Alumni impressions	Activity log Interviews of admissions, advisors Surveys/interviews of alumni
Orientation to teaching and learning	•Faculty involved in partnership activities •Focus/content of faculty development activities •Faculty/student satisfaction •Faculty documentation for promotion & tenure	Activity log; schedule Institutional reports Faculty schedules/newsletters Focus groups Survey
Resource acquisition	•Contribution levels •Site visits by campus teams and others •Related grant proposals and awards	Interview of Development Office Institutional reports Activity logs Alumni surveys
Image in community (local, state, national, international)	•Attraction for new faculty •Media reports •Site visits by campus teams and others •Representation through publications, conference presentations	Interviews of new faculty Interview of Public Relations Office Activity log Faculty newsletter
Visibility of partnerships across campus	•Use of partnership information across campus	Campus office interviews (Health, Student Affairs, Advising, Alumni, Development, Admissions, etc.)
Infrastructure	•Investment in faculty development •Awards of recognition •Organized administrative unit to support partnership activities •Communications/publications •Supportive institutional policies	Interviews Document analysis

Figure 1

Mechanisms to Measure Impact

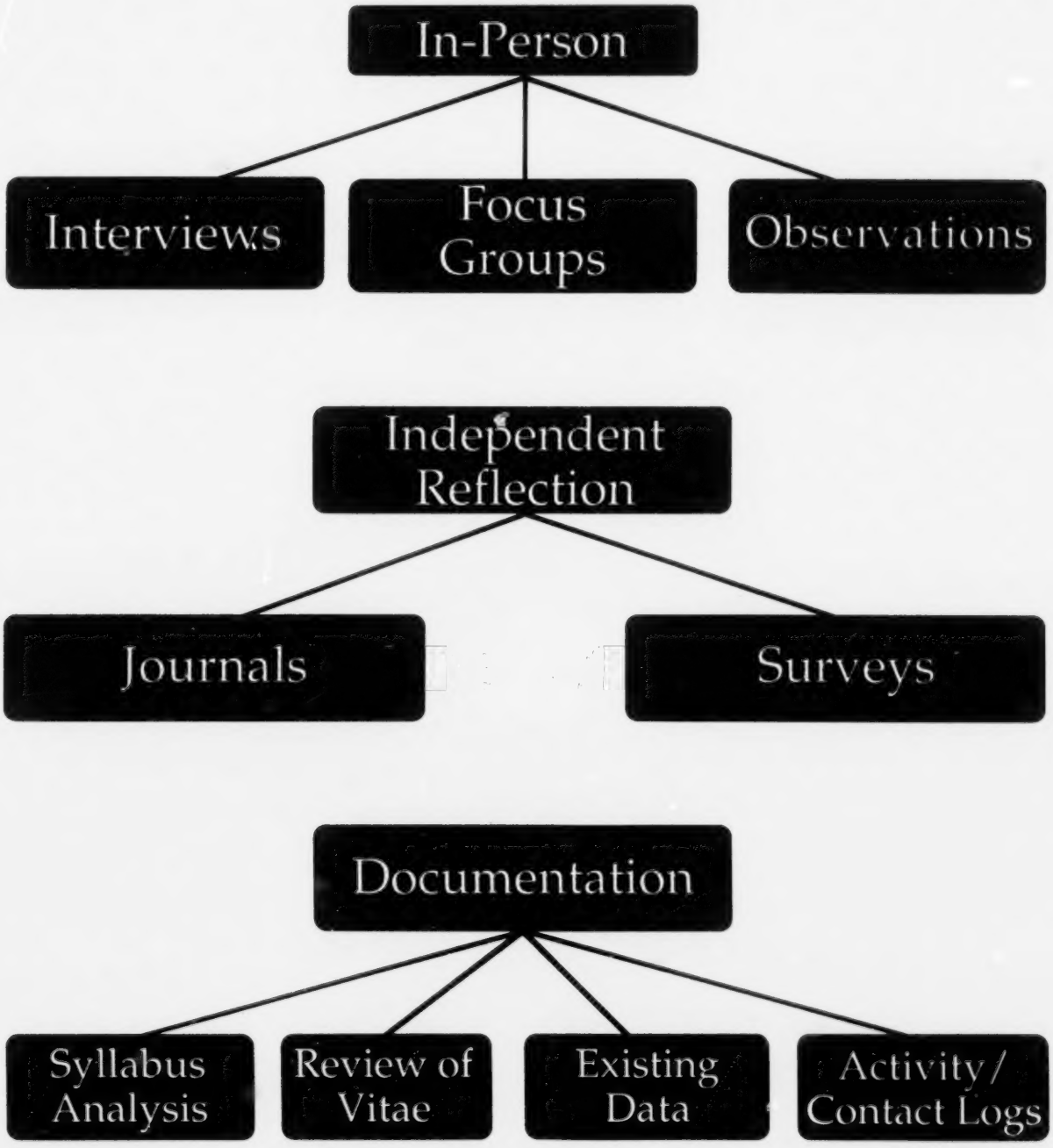

Table 5

Summary of Instruments

Surveys:	Students Faculty
Interviews:	Students Faculty Community Institution
Focus Groups:	Students Community
Observations:	University Classes Community Sites
Syllabus Analysis:	Faculty
Vita Analysis:	Faculty
Journals:	Faculty
Data/Logs:	Institution

Table 6

CASE STUDY INSTRUMENT ANALYSIS

Instruments	Ease of data collection	Ease of data analysis	Richness of data (descriptive)	Flexibility-open to unanticipated data/findings	Promotes reflection
Survey	X	X			
Interview			X	X	X
Focus groups			X	X	X
Observations			X	X	
Syllabi Analysis	X	X			
Vita Analysis	X	X			
Journals			X	X	X

STRATEGIES AND METHODS:

STUDENTS

STUDENT SURVEY

Purpose

The student survey is intended to describe students' perspectives and attitudes on several issues related to their learning experience in a service learning course. Topics assessed by the survey include student's view or attitude about service, the impact of the service on their choice of major/career, and their perspective of working in a diverse community.

In addition to providing demographic data which profiles students' racial background, age, gender, class level and employment, the student survey based on a 5-point likert scale asks students their level of agreement with statements regarding their service learning experience. The scale range includes "strongly disagree," "disagree," "neutral," "agree," and "strongly agree."

The tool is useful in describing the various perspectives and demographics that exist within one course and across courses in a university. This is useful for universities with diverse populations especially those with a large non-traditional student body. Faculty members and administrators will gain a profile of the student body that they are serving.

Preparation

In preparation for using this tool the following steps are recommended:

1. Faculty should determine if they are going to use this test as a pre-post test to assess change in students' perceptions and attitudes before and after the course, or if they are going to use the tool simply as a way to assess the general attitudes of the students after they have taken the course. It should be noted that few students will make dramatic changes in the topics being assessed in one quarter or even in one semester. Changes in attitudes about diversity, students' role as learners, and successful community development skills frequently take a full academic year to show significant movement. The tool is meant to complement other data gathering strategies to develop a clearer picture of the students' perspective and attitude toward this form of learning.

2. Faculty should determine the most appropriate time to administer the tool. Pre-tests frequently are given within the first week of the academic term and post-tests usually are administered in the last week.

Administration

1. Faculty should stress the importance of this instrument so that students take the time to respond to the tool with honesty and integrity.

2. Students' confidentiality should be ensured and maintained throughout the collection of this data.

3. The tool should be handed out to students during a scheduled class time.

4. Students should be given 15-20 minutes to fill out the form.

5. Forms should be collected before students leave the class.

Analysis

Data analysis can be conducted through utilization of the Statistical Package for Social Sciences (SPSS) software. In the case of assessing and comparing pre and post service learning experiences, the analysis could include frequencies, descriptives, Chi-squares, ANOVA, and factor analysis. Descriptives and frequencies serve as a data base, providing mean, mode, and standard deviation between items. Second, Chi-squares correlate demographic data between student groups. Third, Factor Analysis reduces items into categories which are closely related. Finally, Analyses of Variance or ANOVA's are useful to explore the existence of variation within and between groups on either single items or groups of items which may arise from the factor analysis. What has proven most useful to date are the descriptive data which provide a rich profile of the sample both in terms of demographics and responses to individual items.

Community-Based Learning—Student Survey

The Center for Academic Excellence at Portland State University would like to better understand the impact that community-based learning has on students. We particularly want to know how this experience has influenced your perspective on learning, your view of service, your choice of major/career, and your perspective of working in a diverse community.

I. First, we would like to know some information about you.

1. What is your racial background? ❑ Caucasian/white ❑ African American ❑ Asian/Asian American ❑ Hispanic ❑ Native American ❑ Other

2. What is your age group? ❑ Under 25 ❑ 25-34 ❑ 35-44 ❑ 45-54 ❑ Over 55

3. What is your gender? ❑ Male ❑ Female

4. What is your class level? ❑ Freshmen ❑ Sophomore ❑ Junior ❑ Senior ❑ Graduate Student ❑ other

5. I have a job that requires me to work... ❑ 1-10 hours/week ❑ 11-20 hours/week ❑ 21-30 hours/week ❑ 31-40 hours/week ❑ 41+ hours/week ❑ I do not have a job

6. Name of the community-based learning course you enrolled in: _____

7. The course number: _____

8. Name of community partner/agency you worked with: _____

II. Next, we would like to gain your perspective about this community-based learning course.
Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. The community participation aspect of this course helped me to see how the subject matter I learned can be used in everyday life.	❑	❑	❑	❑	❑
10. The community work I did through this course helped me to better understand the lectures and readings in this course.	❑	❑	❑	❑	❑
11. I feel I would have learned more from this course if more time was spent in the classroom instead of doing community work.	❑	❑	❑	❑	❑

12. The idea of combining work in the community with University coursework should be practiced in more classes at Portland State University.	❑	❑	❑	❑	❑
13. I was responsible for the quantity and the quality of knowledge that I obtained from this course.	❑	❑	❑	❑	❑

III. The next set of questions relates to your attitude toward community involvement.
Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. I was already volunteering in my community before taking this course.	❑	❑	❑	❑	❑
15. The community participation aspect of this course showed me how I can become more involved in my community.	❑	❑	❑	❑	❑
16. I feel that the community work I did through this course benefited the community.	❑	❑	❑	❑	❑
17. I probably won't volunteer or participate in the community after this course.	❑	❑	❑	❑	❑
18. The community work involved in this course helped me to become more aware of the needs in my community.	❑	❑	❑	❑	❑
19. I have a responsibility to serve my community.	❑	❑	❑	❑	❑

IV. Next, we would like to know the influence of your service on your choice of major and profession.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. Doing work in the community helped me to define my personal strengths and weaknesses.	❑	❑	❑	❑	❑
21. Performing work in the community helped me clarify which major I will pursue.	❑	❑	❑	❑	❑
22. The community work in this course assisted me in defining which profession I want to enter.	❑	❑	❑	❑	❑
23. The work I accomplished in this course has made me more marketable in my chosen profession when I graduate.	❑	❑	❑	❑	❑

Community-Based Learning—Student Survey

V. Finally, we would like some of your personal reflections on this experience.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24. Most people can make a difference in their community.	❑	❑	❑	❑	❑
25. I developed a good relationship with the instructor of this course because of the community work we performed.	❑	❑	❑	❑	❑
26. I was comfortable working with cultures other than my own.	❑	❑	❑	❑	❑
27. The community work involved in this course made me aware of some of my own biases and prejudices.	❑	❑	❑	❑	❑
28. The work I performed in this course helped me learn how to plan and complete a project.	❑	❑	❑	❑	❑
29. Participating in the community helped me enhance my leadership skills.	❑	❑	❑	❑	❑
30. The work I performed in the community enhanced my ability to communicate my ideas in a real world context.	❑	❑	❑	❑	❑
31. I can make a difference in my community.	❑	❑	❑	❑	❑

32. Please add any other comments you have about courses where learning takes place in a community setting.
(Please use the back of this piece of paper or attach an additional sheet of paper.)

Thank you for your insights regarding community-based learning!

STUDENT INTERVIEWS

Purpose

Student interviews are intended to foster a one-on-one conversation with students to explore their experiences of working with the community in connection with their academic course. This approach can be used to assess a wide range of effects of service learning. The interview protocol is designed to probe the student role, the challenges of service learning, fears and concerns related to the community, and self-awareness that emerged from the experience.

Preparation

Schedule one hour interviews in locations and at times convenient to the student. In advance, describe the purpose of the interview so that the student may reflect on issues of impact prior to the interview session.

Administration

The administration of interviews should be consistent across all interview subjects. The following guidelines will be useful for conducting interviews:

- Begin on time
- Introduce yourself and your role in the project
- Explain purposes of interview
- Assure confidentiality
- Stress importance of candor
- Take notes or ask permission to tape record (assure that names will not appear on transcriptions)
- Follow the interview protocol carefully and keep probes neutral

If in the course of the interview you sense there were difficulties and challenges, encourage the student to discuss them by moving question 9 to the beginning of the interview.

Analysis

Transcribe the notes and/or tapes immediately. Code transcripts for key words and themes. Organize the key words and themes into patterns and compare to research variables.

STUDENT INTERVIEW PROTOCOL

1. Describe the work you did in the community for this community-based learning course.

2. Describe your relationship with the community partner and the project.

3. What did you learn about the community through this experience? What did you learn in the community that connected to the content of this course? How was that connection made?

4. Did you have any fears or concerns about working in the community as part of this class? What were those concerns?

5. Do you think you will do anything differently as a result of your experience in this course? (Probe: volunteering, career choices, activism/advocacy, etc.?) Has this created any new opportunities for you?

6. What did you learn about yourself as a result of your experiences in this community-based course? (Probe: Did you become aware of biases or fears? What did this teach you about your interaction with people different than yourself?)

7. In your community-based learning course did you learn from anyone other than your faculty instructor? (Probe for: community partner, peers, other examples.)

8. Did you feel prepared to perform the work required of you? If not, what would have made you feel more prepared?

9. What did you find most challenging in your community service experience?

10. What did you find the most rewarding in your community service experience?

11. What would you change about this community-based course?

STUDENT FOCUS GROUPS

Purpose

To generate an interactive discussion about community-based learning experiences among students in a particular course. The goals are to discover patterns of experience, suggestions for improvement in organizing and supporting the course, and data regarding impacts on students according to study variables.

Preparation

For best participation, the focus group should be scheduled during the times the class meets. Arrange early in semester with the faculty member for a 1 hour session near the end of the term. Focus groups will be facilitated by researchers, not by the faculty member, and the faculty member should not be present. Arrange for a quality tape recorder. One facilitator will be needed for each 8-12 students. If the course is large, it may be necessary to obtain a second room to divide the group. Each focus group should have a note-taker to accompany the facilitator. This note-taker is responsible for ensuring equipment works throughout the focus group and for taking notes of non-verbal communication. If student interviews are part of the assessment of your project, the facilitator of the focus group should not be the same person who administers the student interviews.

Administration

The introductory message on the following page should be read to the students prior to beginning the focus group questions. Remind students of the introductory guidelines as needed.

- Begin and end on time.
- Introduce facilitators and note-takers. Arrange group in circular form.
- Facilitator is a guide to the discussion not a participant.
- Ensure that all students participate, no one dominates, no one holds back.

For more information on the administration of focus groups, see the following resources:

Morgan, David L. (1988) *Focus Groups as Qualitative Research*. Newbury Park, CA: Sage Publications.

Morgan, David L., editor. (1993) *Successful Focus Groups*. Newbury Park, CA: Sage Publications.

Analysis

Tapes and notes from focus groups must be transcribed as soon as possible after the session. Focus groups generate a large body of rich, textual data. Analysis consists of organizing the data into meaningful subsections, usual at first according to the questions posed. Interpretation involves coding the data (identifying meaningful phrases and quotes) and searching for patterns within and across subsections. For a detailed discussion of analysis of focus group data, see the references provided above.

STUDENT FOCUS GROUP PROTOCOL

Introduction

Our goal for this focus group is to have an open and interactive discussion. Focus groups are a guided conversation in which everyone participates. We want to learn more about how you felt about your community-based learning experience and will ask you a few questions that will focus on aspects of the experience and its impacts on you as a learner. As facilitator, I'll be asking questions to guide the discussion, but I won't be participating or offering my own comments or reactions.

The purpose of the focus group is to hear everyone's ideas and impressions. Generally, in a focus group, hearing what others say may stimulate your own thinking and reflection on your experience. You do not need to repeat what others have said, but rather offer your own unique view or expand, clarify or elaborate on what others have said. If you hear comments or ideas with which you disagree, don't hesitate to describe your different perspective or contradictory view. However, a focus group is not meant to resolve those differences or to press for consensus. the idea is to hear everyone's thoughts, not to reach agreement. There is no right or wrong answer. The purpose is to capture a wide array of comments, diverse perspectives and opinions, ideas and suggestions.

This discussion will be tape-recorded. Your faculty instructor will not hear the recording. Only the person transcribing the tape will hear it. The summary reports or transcripts will not identify speakers, so what you say will be kept confidential. To ensure a quality transcription, it will be helpful if you speak one person at a time, and try to speak clearly and with more volume than usual so your comments are captured on tape.

Questions

1. What were your own personal learning goals for this community-based learning experience? What were the learning goals of the class?

2. How would you assess your experience? Was it a success? Why? What factors contributed to the success? What obstacles did you encounter and how did you overcome them?

3. Describe your interactions with the community partner. What role did your community partner have in your learning?

4. What did you learn about the community or society in general from this experience?

5. Did this community experience leave you with new questions or concerns?

6. Can you describe connections between the community service work and the content of your course? Where there any connections between community service and the classroom discussions, required readings, assignments? Was there a good balance of course time and community time?

7. What role did your instructor play in your community service work?

8. What recommendations do you have for future community-based learning courses?

STRATEGIES AND METHODS:

FACULTY

FACULTY SURVEY

Purpose

The faculty survey is intended to describe faculty members' perspectives and attitudes on several issues related to their experience teaching a service learning course. Topics assessed by the survey include faculty's attitude about service and service learning, the impact they perceive that service learning has on their students, and their motivation for incorporating service learning into their courses.

The tool is useful in describing the various perspectives and experiences of faculty members who incorporate service learning in their courses. In addition, the instrument assesses the impact that service learning has on faculty. The survey includes questions pertaining to the influence that service learning has on a faculty member's community involvement, teaching, and scholarship. These data are useful for assessing the impact that service learning has on individual faculty and on the institution. If this type of learning is influencing teaching across a curriculum it can provide rich data about the institutional impact of service learning.

The following instrument is designed for use as a post-test after faculty have completed teaching a service learning course. The instrument can be modified to a pre-test instrument as well if a researcher wanted to assess *change* in faculty's attitudes and perceptions. As a post-test the instrument serves to describe the profile of faculty teaching service learning courses.

Preparation

In preparation for using this tool the following steps are recommended:

1. Determine if this tool is to be used as a pre-post test to assess change in faculty's perceptions and attitudes, or as a way to assess the general attitudes and perceptions of the faculty after they have taught the course. The tool is meant to complement other data gathering strategies to develop a clearer picture of the faculty's perspective and attitude toward this form of teaching.

2. Faculty should determine the most appropriate time to administer the tool. Pre-tests frequently are given within the first week of the academic term and post-tests usually are included in the last week.

Administration

1. Faculty's consent and support for this assessment should be established before they are presented with the survey.

2. Faculty's anonymity should be assured to them and maintained throughout the collection of this data.

3. Faculty should be informed that this tool will take 15-20 minutes to complete.

4. The instrument should be given to faculty after they have taught their service learning course.

5. If the instrument is mailed out to faculty, it should be clearly indicated on the form to whom the instrument should be returned.

Analysis

Data analysis can be conducted through utilization of the Statistical Package for Social Sciences (SPSS) software. In the case of assessing and comparing pre and post service learning experiences, the analysis could include frequencies, descriptives, Chi-squares, ANOVA, and factor analysis. Descriptives and frequencies serve as a data base, providing mean, mode and standard deviation between items. Second, Chi-squares correlate demographic data between faculty. Third, Factor Analysis reduces items into categories which are closely related. Finally, Analyses of Variance or ANOVA's are useful to explore the existence of variation between faculty on either single items or groups of items which may arise from the factor analysis. What has proven most useful to date are the descriptive data which provide a rich profile of the sample both in terms of demographics and responses to individual items.

Community-Based Learning—Faculty Survey

The Center for Academic Excellence would like to better understand the impact that community-based learning has on faculty. Please assist us by responding to the following questions.

I. First, we would like to know some information about you.

1. How long have you been teaching at a postsecondary level? _____

2. Was this your first community-based learning course? _____

3. The course number and title you taught: _____

II. We would like to gain your perspective about this community-based learning course.
Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4. The community participation aspect of this course helped students to see how the subject matter they learned can be used in everyday life.	❑	❑	❑	❑	❑
5. The community work in this course helped students to better understand the lectures and readings in this class.	❑	❑	❑	❑	❑
6. I feel that students would have learned more from this course if more time had been spent in the classroom instead of doing community work.	❑	❑	❑	❑	❑
7. The idea of combining work in the community with University coursework should be practiced in more courses at Portland State University.	❑	❑	❑	❑	❑

III. The next set of questions relates to your attitude toward community involvement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. I was already volunteering in my community before this course.	❑	❑	❑	❑	❑
9. The community participation aspect of this course showed me how I can become more involved in my community.	❑	❑	❑	❑	❑
10. I feel that the community work being done through this class benefited the community.	❑	❑	❑	❑	❑

11. I probably won't volunteer or participate in the community now that this class is finished.	❑	❑	❑	❑	❑
12. The community work involved in this course helped me to become more aware of the needs in my community.	❑	❑	❑	❑	❑
13. I have a responsibility to serve my community.	❑	❑	❑	❑	❑

IV. Next, we would like to know the influence of your service on your professional development.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. Doing work in the community helped me to define my personal strengths and weaknesses.	❑	❑	❑	❑	❑
15. Performing work in the community helped me clarify areas of focus for my scholarship.	❑	❑	❑	❑	❑
16. Teaching a community-based learning course resulted in a change in my teaching orientation.	❑	❑	❑	❑	❑
17. This community-based learning course is an important entry in my portfolio.	❑	❑	❑	❑	❑

V. Next, we would like some of your personal reflections on this experience.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. Most people can make a difference in their community.	❑	❑	❑	❑	❑
19. I was able to develop a good relationship with the students of this course because of the community work we performed.	❑	❑	❑	❑	❑
20. I was comfortable working with cultures other than my own.	❑	❑	❑	❑	❑
21. The community work involved in this course made me aware of some of my own biases and prejudices.	❑	❑	❑	❑	❑
22. Participating in the community helped me enhance my leadership skills.	❑	❑	❑	❑	❑
23. The work we performed in the community enhanced my ability to communicate my ideas in a real world context.	❑	❑	❑	❑	❑
24. I can make a difference in my community.	❑	❑	❑	❑	❑

VI. Finally, some questions about the process of teaching a community-based learning course.

25. What was your reason(s) for deciding to teach a community-based learning course? *Please indicate all reasons that apply and rank them in order of importance (one being most important).*

Need to try something new	_____
Desire for increased relevance in courses	_____
Encouragement from colleagues	_____
Resources ($) to support the course	_____
Faculty incentive money	_____
Have taught these courses before	_____
For professional recognition	_____
Curiosity	_____
Other: _____	_____

26. How did you handle the logistics of your community-based learning course? *Please check the most accurate response.*

I made the arrangements and placements.	_____
A graduate student who works with me made the arrangements and placements.	_____
The graduate student and I worked together on the arrangements and placements.	_____
Students handled their own placements.	_____
The community representative handled the arrangements and placements.	_____
Other: _____	_____

27. Now that this course is done, my most serious concern about teaching a community-based learning course is:
Please indicate all responses that apply and rank them in order of importance (one being most important).

Time constraints	_____
Coordination of placements	_____
Supervision of students	_____
Communication with community representative(s)	_____
Reduced time for classroom instruction	_____
Unpredictable nature of community work	_____
Assessment of students' learning and work	_____
Costs	_____
Other: _____	_____

28. Teaching a community-based learning course has had an impact on the following:
Please indicate all responses that apply and rank them in order of importance (one being most important).

My research agenda	_____
My plan for publications and presentations (scholarly work)	_____
Other classes I teach	_____
My own personal service in the community	_____
My relationships with faculty colleagues	_____
My relationships with students	_____
My relationships with community partners	_____
Other: _____	_____

29. Please add any other comments you have about teaching courses where learning takes place in a community setting.
(Please use the space below or attach an additional sheet of paper.)

Thank you for your insights regarding community-based learning!

FACULTY INTERVIEWS

Purpose

Faculty interviews are intended to foster a one-on-one conversation with faculty members to explore their perspectives on the experience of connecting the academic content of a course with community service. This approach could be used to assess a wide variety of possible outcomes for faculty engaged in service learning. The interview protocol is designed to probe community awareness, teaching and learning philosophy and practice, the logistics of service learning, and influences of the community service experience on faculty work.

Preparation

Schedule one hour interviews in locations and at time convenient to the faculty member or instructor. In advance, describe the purpose of the interview so that the faculty member may reflect on issues of impact prior to the interview session. Review the interview protocol to ensure smooth administration of the questions.

Administration

The administration of interviews should be consistent across all interview subjects. The following guidelines will be useful for conducting interviews:

- Begin on time
- Introduce yourself and your role in the project
- Explain purposes of interview
- Assure confidentiality
- Stress importance of candor
- Take notes or ask permission to tape record
- Follow interview protocol carefully and keep probes neutral

Analysis

Transcribe notes and/or tapes immediately. Code transcripts for key words and themes. Organize the key words and themes into patterns and compare to research variables.

FACULTY INTERVIEW PROTOCOL

1. Describe the conditions and needs of your community.

2. Describe any new information you have learned about your community in the process of offering your community-based learning course.

3. After teaching your community-based learning course, how would you describe your own learning experience?

4. As you taught your community-based learning course, what were your concerns? How did you address them?

5. Describe the preparation and coordination that this community-based learning course required.

6. Was this a successful teaching and learning experience? How did you know?

7. Were the student learning outcomes different in this course from those in courses without a community experience?

8. Do you think that your teaching changed as a result of having a community dimension in your course? Why or why not?

9. Based on this experience, when you teach another community-based learning course, how will you approach it?

10. Has your community-based learning experience influenced your other scholarly activities? Will it do so in the future?

CLASSROOM OBSERVATION

Purpose

The purpose of the classroom observation is to note:

1. The impact that community-based learning courses have on teaching methods, faculty, and student interactions.
2. The integration of community-focus within academic content.
3. The potential changes in the roles of faculty, students, and community during the process.

While time-consuming and costly, observations capture the inclusion of the community in the dimension of the classroom and significant dynamics in the instructional process.

Preparation

In preparation for observations the following sequence is recommended:

1. Train and orient observers (training includes practice observations in pairs to establish reliability).
2. Time should be scheduled for introduction of assessment project to students, introduction of observer and their role, and completion of the human subjects consent form, if necessary.
3. Faculty should determine which classes within the term (quarter/semester) are most representative of interactions and content. For example, classes during which the course overview is presented would not be ideal for observation.
4. Observer should plan and review narrative recording format for observation with faculty member.

Administration

It is recommended that observations be conducted at regular intervals and are well coordinated with the participating faculty member. (Example: five observations at two-week intervals in a 10 week course during which an entire 3-hour period is observed at each session). The same observer should remain with the class with the exception of the inter-rater reliability option which may be gained by using a different trained observer for one or two of the sessions.

The observer will collect three kinds of primary data:

1. Awareness and Involvement of Community: quantity and quality of interaction regarding community or community partner(s), direct quotations from students and faculty, and reference to community.
2. Teaching Methods: influence of community-based learning on initial and evolving class format, organization and faculty/student interactions.
3. Philosophy of Teaching & Learning: initial and evolving changes in faculty/student/community roles, outcomes, pedagogy, curriculum, and self-perceptions or role.

The Classroom Observation Form (attached) provides a format for gathering the data. This form is to be used as a guide. Observers often keep their notations in separate journals or notebooks but they should include all of the portions deemed necessary in the assessment design to ensure consistency of date collection throughout observations. While the observer should note what is occurring in the classroom as far as content, the bigger picture includes the environment, frequency of interactions between faculty/students and/or community, daily issues, with regard to service placement and anecdotal information from all constituencies.

Reflection

Observers should also keep a journal as their means of reflecting on the process of data collection. while observations are meant to be as objective as possible, observer journals provide insights as to process, and can also serve to clarify issues which may arise.

Analysis

Classroom observations contain rich data. The analysis would include the frequency of interactions between students and faculty over a period of time as well as supporting data for changing roles of constituents.

Variables and indicators in the assessment design provide broad categories or themes which can frame that analysis of classroom observations. Readers should further develop these themes and code observations accordingly (see Introduction to Assessment Instruments for further instructions).

OBSERVATION FORM

Course _____

Date, Day _____

Time _____

Observer _____

# of students _____

Others _____

# of students who spoke _____

In the box above code interactions with an F for faculty and S for students; Use \ to indicate beginning or end of exchange between one or more class participants.

Room Arrangement _____

_____

Indicate with an X and record the time spent on the following class activities (format and organization)

LECTURE _____ INDIVIDUAL WORK _____

DISCUSSION _____ PRESENTATIONS _____

GROUP WORK _____ REFLECTION _____

ASSESSMENT _____ QUES/ANSWER _____

NARRATIVE: Describe the relationships between faculty and students, between students themselves; use of teaching tools (handouts, Audiovisual, etc.); mention of community (examples, anecdotes, questions, references, applications); and connections between community experiences and course content.

TEACHING/LEARNING CONTINUA

Purpose

The teaching/learning continua are meant to help describe the teaching/learning context and qualities of the class. The right side of each of the continua suggests a high level of interaction is occurring between the faculty and the students, while the left side is suggestive of a lower level of exchange between the two constituencies. This tool is useful in capturing discrete measures of the level of interaction in the class. It is meant to be used in conjunction with the classroom observation tool.

Preparation

In preparation for the use of this tool the following steps are recommended:

1. Faculty should determine which classes within the term (quarter/semester) are most representative of interactions and content. For example, classes during which the course overview is presented or assessments scheduled would not be ideal for observation.
2. Train and orient observers on continua concepts (training includes practice observations in pairs to establish reliability in defining concepts).
3. Ensure that the continua are completed at the conclusion of every classroom observation.

Administration

Definition of concepts:

Continuum #1 Teaching/Learning Contexts

- Commitment to Others: Do the students and faculty seem to be empathetic and/or interested in other people's needs or interests? Are they committed to discovering community needs and interests and similarly are they committed to their fellow students' needs and interests?
- Student's Role: Is the student actively involved in the teaching and learning occurring in the classroom?
- Faculty Role: Directive role is one of managing, ordering, instructing, taking charge with authority and control. Facilitative role is one of supporting, making resources available, aiding and assisting.
- Learning Orientation: Is the learning environment in the class collective, in that the students and faculty are committed to helping the class as a whole, or is it more individually focused where each individual is centered on their own personal learning?
- Pedagogy: Banking pedagogy refers to a teaching process in which a faculty instructor deposits information in students who are expected to respond to occasional withdrawals (exams). Contructivist pedagogy refers

to a process of experiences in which students construct their own learning with a faculty facilitator.

Continuum #2 Teaching/Learning Qualities

- Theory---Theory & Experience: Does the course rely primarily on theory or is personal experience coupled with published theory for a foundation of course content?
- Others' Knowledge---Personal Knowledge: Is published, "expert driven" material the primary and only validated source of information or is personal experience and knowledge also validated as relevant?
- Student as Spectator---Student as Participant: Is the student on the sidelines as a passive listener or does the student play an active role?
- Faculty in Control---Shared Control: Is the faculty clearly managing the class and maintaining his/her position of control, or does the faculty forfeit some control in the class to afford the students a more participate role?
- Student as Learner---Student as Learner and Teacher: Does the student remain in the traditional role of learner, or do they serve to construct an understanding of the material by sharing personal experience, raising issues, providing information, suggesting and sharing the role of teacher?
- Faculty as Teacher---Faculty as Teacher and Learner: Does the faculty remain in the traditional role of teacher, or do they relinquish some control in the classroom and open themselves up to student directed teaching, consequently becoming a learner?
- Individual Learning---Collective Learning: Is it more individually focused where each individual is centered on their own personal learning, or is the learning environment in the class collective, in that the students and faculty are committed to helping the class as a whole understand the material?
- Distinction Clear Between Teacher and Learner---Distinction Blurred Between Teacher and Learner: Is the role of the teacher and the student very clear, or do the two trade roles throughout the class?
- Answer---Questions and Answers: Is material delivered to the students as if all questions have established answers with very little uncertainty, or are questions valued along with answers?
- Certainty of Outcomes---Uncertainty of Outcomes: Are there defined, inflexible outcomes for students, or are the outcomes flexible enough to be constructed according to the student's interests and needs?
- Common Learning Outcomes---Individualized Learning Outcomes: Are the outcomes restricted to those dictated by the faculty as those common for the entire class or are students afforded the freedom to explore their own personal learning outcomes?
- Ignorance Avoided---Ignorance a Resource: Are questions treated as if they are an irritating diversion from scheduled material, or are they thought of as an opportunity for new understandings and direction for the course?

- Focus/Student Needs---Focus/Student and Community Needs: Does it appear that student needs are the focus of why the class is performing the community based service, or are both student needs and community needs considered and attended to equally?

The attached continua should be completed after every classroom observation. They should take no more than 20 minutes to complete since they are meant to capture the observer's overall impression of the classroom interactions and are not meant to be analyzed in great detail by the observer.

Note: The continua can also be used by faculty to describe their own teaching.

Analysis

The Teaching/Learning Continua provide an interesting source of data to review in the context of other qualitative classroom observational data. It is useful to look at the narrative in the classroom observational data along with the continua ratings to explore changes in ratings and to provide descriptions of class processes.

It is anticipated that the class will move along the continua as a result of the service learning component. One can compare ratings from different weeks of the course. One method for interpretation and display of results is to create bar charts of the data.

CONTINUUM OF TEACHING/LEARNING QUALITIES

Place an X on each continuum below the descriptors to indicate how you would describe the observed class.

THEORY — THEORY & EXPERIENCE
1 _____ 2 _____ 3 _____ 4 _____ 5

OTHERS' KNOWLEDGE — PERSONAL KNOWLEDGE
1 _____ 2 _____ 3 _____ 4 _____ 5

STUDENT AS SPECTATOR — STUDENT AS PARTICIPANT
1 _____ 2 _____ 3 _____ 4 _____ 5

FACULTY IN CONTROL — SHARED CONTROL
1 _____ 2 _____ 3 _____ 4 _____ 5

STUDENT AS LEARNER — STUDENT AS LEARNER & TEACHER
1 _____ 2 _____ 3 _____ 4 _____ 5

FACULTY AS TEACHER — FACULTY AS TEACHER & LEARNER
1 _____ 2 _____ 3 _____ 4 _____ 5

INDIVIDUAL LEARNING — COLLECTIVE LEARNING
1 _____ 2 _____ 3 _____ 4 _____ 5

DISTINCTION CLEAR B/W TEACHER & LEARNER — DISTINCTION BLURRED B/W TEACHER & LEARNER
1 _____ 2 _____ 3 _____ 4 _____ 5

ANSWERS — QUESTIONS AND ANSWERS
1 _____ 2 _____ 3 _____ 4 _____ 5

CERTAINTY OF OUTCOMES — UNCERTAINTY OF OUTCOMES
1 _____ 2 _____ 3 _____ 4 _____ 5

COMMON LEARNING OUTCOMES — INDIVIDUALIZED LEARNING OUTCOMES
1 _____ 2 _____ 3 _____ 4 _____ 5

IGNORANCE AVOIDED — IGNORANCE A RESOURCE
1 _____ 2 _____ 3 _____ 4 _____ 5

FOCUS-STUDENT NEEDS — FOCUS-STUDENT/COMMUNITY NEEDS
1 _____ 2 _____ 3 _____ 4 _____ 5

Adapted from the work of Howard, J., University of Michigan (unpublished, 1995).

CONTINUUM OF TEACHING/LEARNING QUALITIES

Circle the X on each continuum below the descriptions that best indicates how you would describe the teaching/learning context of the observed class.

Commitment to others	LOW				HIGH
	1	2	3	4	5
Students' Role	PASSIVE				ACTIVE
	1	2	3	4	5
Faculty Role	DIRECTIVE				FACILITATIVE
	1	2	3	4	5
Learning Orientation	INDIVIDUAL				COLLECTIVE
	1	2	3	4	5
Pedagogy	"BANKING"				CONSTRUCTIVIST
	1	2	3	4	5

Adapted from the work of Howard, J., University of Michigan (unpublished, 1995).

SYLLABUS ANALYSIS

Purpose

The purpose of the syllabus analysis guide is to provide a framework for the development and assessment of syllabi for community-based learning courses. It can be assumed that a syllabus for such a course will reflect the nature of the learning environment; however, faculty have found it useful to have a framework to help them prepare such syllabi. In addition to serving as a guide for preparation of a syllabus, this framework can then be used for subsequent analysis of the syllabus to determine the extent to which the community learning is illustrated.

Preparation

The guide should be provided to faculty well in advance of the course to be studied, so that there is adequate time to revise the syllabus to reflect the community-based teaching and learning. It is useful to bring faculty together to review the guide, explain why the suggested components are listed, and respond to questions about the value of these components. Some faculty are resistant to changing a syllabus; others believe that the syllabus should be a "floating" document that is adapted throughout the course. However, experience shows that while there may be subtle changes or reordering of schedule throughout a course, it should be possible to describe the components that reflect the community-based learning of the course in advance, and these components should be relatively stable throughout the course regardless of other events that may occur.

Administration

Once faculty have been briefed on the format, they should be given adequate time to prepare and submit the syllabus. It may be useful to provide expert consultation in order to assist and illustrate examples of how to adapt a syllabus. Providing adequate lead time is essential to ensure that revisions can be made.

Analysis

Syllabi should be collected at the beginning of a course, and analysis can be conducted then although there may be merit in waiting until the end of the course so as to have a complete picture of how the course actually was delivered. For each course, a review sheet containing the headings listed in the guide can be prepared, with relevant examples extracted. To be most useful, the analysis should be shared and discussed with the faculty member in order to provide feedback and opportunities for future improvement.

SYLLABUS ANALYSIS GUIDE

A syllabus for a course which incorporates community-based learning provides evidence of this component of the educational experience. It is possible to independently analyze the syllabus to gain knowledge of the role community-based learning will have in the course.

The main components one expects to see are:

- description of community-based learning experience
- goals and objectives of these experiences for students and for community partners
- opportunities for structured reflection on the connections between academic content and service provided
- integration of academic content and community service in methods of assessment of student learning

To determine the presence of these components, we look for:

- course description which includes description of community-based learning approach for this course
- learning objectives for students which address the community-based service experience
- general service objectives for community partners
- projects/assignments related to the community service experience
- readings/discussions/presentations (i.e. course content) related to the community service experience, illustrating a deliberate connection between the academic content and the community service experience
- opportunities for structured reflection as evidenced in assignments, journals, discussions, and other mechanisms set out explicitly in syllabus
- assessment of community experience as an explicit component of determining grading for the course
- evidence of integration of the community-based service experience with other methods of instruction and learning

There is no explicit weighting of these components; however, the ideal syllabus would include all of these components.

FACULTY JOURNAL

Purpose

The purpose of asking faculty to keep a journal is to provide them with a structured opportunity to reflect on their experiences with community-based teaching and learning. Many faculty already keep journals, so this may not be a new experience; for others, it may be a new mode of reflection and may necessitate some additional coaching on the process and merits of journal-writing.

Preparation

The following protocol explains to faculty the process of journal writing. It is useful to bring faculty together, discuss their past experiences with journal writing, review the specific protocol for this activity, and offer an opportunity to share any concerns about journal-writing.

Administration

Faculty are asked to write in their journal every week of the course under study. Specific instructions are provided to guide the content of the journal, as well as to focus specific entries. It is particularly important to emphasize to faculty that the intent of the journal is not to keep a diary of events that happened, but to provide structured reflection on these events, student learning, personal learning, and the ultimate achievement of course goals.

Analysis

It is useful to collect journals half-way through the period of study to be able to provide some feedback to faculty and assist them with guided reflection (if necessary). Copies of the final journals should be collected at the end of the period of study. The analysis requires reading all of the journals, and analyzing content in the context of both the course expectations and the overall study variables. It is useful to conduct the journal analysis simultaneously with the analysis of faculty interview data, in order to develop a more complete picture of impact on faculty.

FACULTY JOURNAL PROTOCOL

The purpose of keeping a faculty journal is to offer you a structured opportunity to reflect on your experience with community-based teaching and learning. For the purposes of the case study assessment process, the faculty will meet to discuss the journal activity in the first week of the quarter. We will ask you to hand in your journal twice during the quarter, and then at the end to hand in the entire journal.

Each week of the course write 1-4 pages in a journal reflecting on the community-based learning component of your course and your observations of any changes in your role or orientation towards the presentation of this content. Your reflection should address the following broad themes (you may or may not address each theme in each entry):

- **values** -- your own and those of your students about the community and service learning

- **your role as a teacher and learner** -- any changes because of the service and community emphases

- **service** -- your perspective on your personal commitment to service, your definition of and awareness of your community, the service you and your students are providing to the community, and the service the community is providing to you

- **influence on scholarship** -- the impact (if any) the community experience is having on the focus of your activities such as writing, presentations, research ideas

- **motivation** -- personal motivation or incentive to create community-based experiences for your students in this course

The final journal reflection will be structured around the format of the application for the Thomas Ehrlich Faculty Award for Service Learning (presented annually by Campus Compact), and will summarize your reflections on your experience (see below).

First Entry

Begin your first journal entry with an overview of the course you have planned, emphasizing the community-based service experience component. Set out a series of goals/desired outcomes you wish to achieve with respect to incorporate community-based teaching and learning into this course.

Subsequent Entries

Date each subsequent entry. Each week review your summary from the end of the previous week's entry, and begin your entry by commenting on the progress you made and any problems you encountered. At the end of each weekly entry, reserve some space to discuss accomplishments this week, anticipated challenges in the next week, and specific goals and actions to help you meet these challenges.

Last Journal Entry

At the end of the course, reread the entire journal, and write a summary entry addressing the four themes set out above (values, role as teacher and learner, service, influence on academic activities). Also comment on the extent to which your goals/desired outcomes were accomplished, and any impact this experience has had on you personally (job satisfaction, orientation to work, etc.). Finally, reflect on what you will do differently in the future as a result of this experience.

Final Journal Reflection

Finally, please write a two-page reflective synthesis which describes how you integrate community-based teaching and learning into your teaching, curricula, and scholarship, and how you are/might be able to integrate academic and personal service.

CURRICULUM VITAE ANALYSIS

Purpose

Faculty members engaged in community-based teaching and learning may illustrate this activity through documentation in their curriculum vitae. This guide provides a list of items that reflect faculty engaged in community-based teaching and learning, and offers one means for assessing impact on faculty over time.

Preparation

We recognize that most institutions have clear guidelines for the preparation of faculty curricula vitae. Nonetheless, there are areas where a faculty member can document and highlight their community-based teaching and learning. The guide should be shared with all relevant faculty; it may also be useful to share it with university administration to determine whether there are any areas that require modification to conform to university standards.

Administration

Provide the guide to faculty. Offer opportunities for faculty to meet (privately may be more useful than in group situations) with experts in order to review their existing curriculum vitae and to seek guidance on how modifications can be made to adapt their vitae. Peer review will be very valuable in this process.

Analysis

Collect the vitae to be analyzed. Prepare a review sheet that includes the items listed in the guide. Note both the presence and absence of these items. Provide feedback to the faculty on the review so that improvements can be made. The analysis helps to highlight the extent to which the faculty is able to document their community-based activity through their vitae.

CURRICULUM VITAE ANALYSIS GUIDE

Faculty members engaged in community-based teaching and learning will demonstrate this through documentation of such activities on their curriculum vitae. The following evidence may be collected through an analysis of a curriculum vita:

Teaching

1. Evidence of integration of community service into courses.

2. Achievements and recognition related to community-based teaching and learning.

Scholarship

3. Grants with potential linkage to the faculty member's community-based teaching.

4. Professional presentations describing community-based teaching, scholarship, and/or community issues.

5. Publications describing community-based teaching, scholarship, and/or community issues.

Service

6. To the community.

7. Profession-related, addressing community needs.

8. University-related to assisting the university to address community needs.

While it is unlikely that all of these will be evident in any one faculty member's vita, a global assessment of these measures will assist in developing a profile of faculty community roles, in planning community service performance objectives, and in evaluating the roles of faculty in the community.

STRATEGIES AND METHODS:

COMMUNITY

COMMUNITY OBSERVATION

Purpose

The Community Observation Protocol is a set of guiding questions and focus areas for observing faculty and students working in the community as part of a community-based learning course. The purposes of such observations are as follows:

- To describe the character and content of interactions between students/faculty and the community partner.
- To capture the dynamics of the community service experience, that is, the roles of students, faculty, and community partners.
- To document student learning in the community.
- To gather data on services rendered to the community (no. of students, hours spent, kinds of services, clients served, etc.)
- To provide descriptive documentation of the partnership.

Preparation

In preparation for observing in community settings, the following sequence is recommended:

1. Train and orient observers with practice observations in pairs to establish reliability.
2. Time should be scheduled for introduction of assessment to students, introduction of observers and their roles, and completion of human subjects form.
3. Faculty should assist in determining which community settings and which days and times are most appropriate. Observations should be planned with faculty.

Administration

It is recommended that observations be conducted infrequently (once or twice during an academic quarter) and well coordinated with both faculty and community partner. Using the Community Observation Protocol the observer will collect information about the following:

- Setting
- Roles of students, faculty, and community partners
- Interactions, communication, and activities taking place during community service
- Concerns expressed by students, faculty, and community partners
- Accomplishments, tasks, or service activities
- The climate (mood, affect)

The Community Observation Protocol provides questions to be answered by the observer and focus areas for the observer to notice. It does not provide a format for recording observations. The intent is for observers to record narrative data in a journal or notebook. The narrative data should include direct quotations, specific examples, and as much as possible a record of what is happening. During actual recordings, the observer should maintain a neutral stance and try to avoid interpretation and critique. After writing a description of what was observed, the observer may write a summary of the observation. In the summary, it is appropriate to offer interpretation, raise questions, relate the observation to other information, and so on.

Analysis

Community observations contain rich data. Analysis of observational data is a complex process that requires a series of readings. The first reading is done to gain an overview of the data. The second reading is intended to surface themes or patterns in the data. The third and fourth readings are intended to confirm the themes or patterns, identify additional ones, and to begin to organize the data within the themes or patterns. The protocol questions and foci will probably emerge from the observational data as themes or patterns along with additional unanticipated ones.

COMMUNITY OBSERVATION PROTOCOL

1. Describe the setting: location, arrangement of space, environment, mood, pace and other factors.

2. Describe who is present and their apparent roles.

3. What actions are students taking? (Observer, leader, participant.) What actions are faculty taking? What actions are the community partners taking?

4. Describe the communication/interactions.

5. How does the community activity end? Summation, "next time," "good-bye," nothing?

6. What accomplishment(s) or task(s) or service did you observe?

7. Were concerns expressed by students? By faculty? By community partner?

COMMUNITY FOCUS GROUP

Purpose

The purpose of a focus group with community partners is to use a facilitated group discussion to learn more about the experience of the partnership from the perspective of the community and to encourage reflection on ways to improve partnerships. Focus groups may also introduce community partners to each other and contribute to building social networks. A focus group usually lasts less than two hours, and provides rich and specific information for analysis of research variables.

Preparation

In preparation for conducting a focus group, the following sequence is recommended:

1. Identify a trained focus group facilitator and at least one observer/note-taker. This note-taker is responsible for ensuring equipment works throughout the focus group and for taking notes of non-verbal communication.
2. Recruit 5-8 community partners to attend a focus group; preview format.
3. Establish time and place convenient to partners.
4. Place must provide a quiet room suitable for a circular layout.
5. Ensure availability of good quality tape recorder.
6. Send letter of instruction to partners; stress on-time arrival.

Administration

It is essential that the facilitator is trained in focus group methods.
Logistical matters can contribute to a successful focus group:

- Provide name tags
- Arrange participants in circle or semi-circle
- Facilitator opens session, describes purpose and gives ground rules
- Participants introduce themselves
- The introductory message on the following page should be read to the community partners prior to beginning the focus group questions.

For more information on the administration of focus groups, see the following resources:

Morgan, David L. (1988) *Focus Groups as Qualitative Research*. Newbury Park, CA: Sage Publications.

Morgan, David L., editor. (1993) *Successful Focus Groups*. Newbury Park, CA: Sage Publications.

Analysis

Tapes and notes from focus groups must be transcribed as soon as possible after the session. Focus groups generate a large body of rich, textual data. Analysis consists of organizing the data into meaningful subsections, usually at first according to the questions posed. Interpretation involves coding the data (identifying meaningful phrases and quotes) and searching for patterns within and across subsections. For a detailed discussion of analysis of focus group data, see the references provided above.

COMMUNITY FOCUS GROUP PROTOCOL

Introduction

The purposes of the focus group are two fold: to understand the impact of the partnership on your community-based organization, and to collect feedback, positive and negative, that will assist the university in improving partnership activities in the future. The discussion is recorded for the purposes of capturing detail, but all comments are confidential and never attributed to individual participants. As participants, you can make the focus group successful by being both candid and as specific as possible when discussing different issues. A candid focus group will help the university document the effects of its efforts, recognize strengths and weaknesses of our outreach efforts, and identify areas where we can improve. As facilitator, I will offer no opinions; my role is to guide you through a conversation based on a set of relevant questions. I will try to make sure that everyone participates and that no one dominates the discussion. Please be sure to speak one at a time so the tape will be clear. During this discussion, please be brief and specific. Where there is disagreement, you should talk about your different perspective, but we will not spend time pressing for consensus or reaching agreement. The purpose is not to reach a common view, but to learn about all the possible views.

Questions

1. Please introduce yourself and briefly describe the nature of your partnership with the university - what was done? (15 minutes)

2. What went well? (10 minutes)
   - What factors contributed to successful outcomes?
   - What was the most important factor in achieving success?

3. How would you describe the benefits of the partnership from your perspective? (15 minutes)
   - Any economic benefits? What was the value of the outcome?
   - Any new insights into operations?
   - Impact on capacity to serve clients?

4. How would you describe the burdens of the partnership? (10 minutes)
   - Demands on time or staff?

5. What obstacles or barriers affected the partnership? (10 minutes)
   - How did you cope with these?

6. What would you do differently next time? (5 minutes)
   - What one thing would you change?

7. What might the university do differently next time? (5 minutes)
   What would you change about the university if you could?

8. What do you know about the university that you didn't know before? (10 minutes)
   What do you wish you knew more about?
   Do you see yourself as a stakeholder in the university?
   Is the university a stakeholder in your organization?

9. How would you describe this experience to a colleague in another community organization or agency? (10 minutes)
   What would you emphasize?

10. The final thing we will do is to encourage you to reflect again on your experience of working with the university. Reflect back over the project period and over this discussion. (15 minutes)
   What's the most important thing you'd like the university to hear from you?
   What have we not discussed? Have we captured your thoughts on lessons learned?

Total time: 1 hour, 45 minutes

Thank participants.

COMMUNITY PARTNER INTERVIEWS

Purpose

Community partner interviews are intended to foster a one-on-one conversation with a community partner to explore their perspectives on the experience of working with the university. This instrument could be used to assess a wide variety of types of community-university interactions.

Preparation

Schedule one-hour interviews in locations and at times convenient to the community partner. In advance, describe the purpose of the interview so the partner may have reflected on issues of impact prior to the interview session.

Administration

The administration of interviews should be consistent across all interview subjects. The following are guidelines:

- Start on time
- Introduce yourself and your role in the project
- Explain purposes of interview
- Assure confidentiality
- Stress importance of candor
- Take notes or ask permission to tape record
- Follow protocol carefully and keep probes neutral

Analysis

Transcribe notes and/or tapes immediately. Code transcripts for key words and themes. Organize these into patterns and compare to research variables.

COMMUNITY PARTNER INTERVIEW PROTOCOL

Overview

1. Please provide a brief overview, from your own perspective, of the partnership project in which your organization participated.

2. Why did you get involved in this partnership? How did it come about?

Let's talk about the outcomes of the project:

3. What were your expectations? Did you have specific goals? Were your expectations met?

4. What would you say was the key to success? What went particularly well, and why?

5. What obstacles/barriers did you encounter and how did you deal with them?

We're interested in the impact of the project on your organization:

6. What were the benefits to your organization (social, economic, impacts on staff, insights about operations, capacity to serve clients)?

7. Knowing what you know now, what would you do differently that would make the partnership go better?

Thinking about the university's role in the partnership:

8. What should the university do differently next time?

The final thing we will do is to encourage you to reflect again on your experience of working with the university. Reflect back over the project period and over this discussion:

9. What is the most important thing you'd like the university to hear from you?

10. What relationship, if any, do you anticipate you will develop/maintain with the university in the future?

Thank participant.

STRATEGIES AND METHODS:

INSTITUTION

INSTITUTIONAL INTERVIEWS

Purpose

Interviews help to explore the perspectives of university staff and administrators on the role of community-based education activities, particularly of the impact of community partnerships on the university's operations and goals. This method can also be used to discern the level of campus understanding regarding university-community partnerships and the ability to articulate the university's community activities.

Preparation

Schedule one-hour interviews in locations and at convenient times in the interviewee's workplace. In advance, describe the purpose of the interview so the subject may have reflected on issues of impact prior to the interview session.

Administration

- The administration of interviews should be consistent across all interview subjects
- Start on time
- Introduce yourself and your role in the project
- Explain purposes of interview
- Assure confidentiality; stress importance of candor
- Take notes or ask permission to tape record

The following offices are possible sites for interviews. Their representatives can be interviewed for perspectives on the role and impact of community-based education on the institution:

Alumni Office
Admissions Office
Advising Offices
Health Services
Other Student Services
Office of Grants and Contracts
Foundations Office
Institutional Research Office

Analysis

Transcribe notes and/or tapes immediately. Code transcripts for key words and themes. Organize these into patterns and compare to research variables.

INSTITUTIONAL INTERVIEW PROTOCOL: REPRESENTATIVES FROM UNIVERSITY OFFICES

1. What is your understanding of the university mission and academic environment? How do you describe it to others (to prospective students/staff/faculty)?

2. Are you involved in any community-university interactions? Describe what and why.

3. In what ways do university-community interactions affect you in your work?

4. Is community service part of your professional or personal life? Describe your activities and reasons for involvement.

5. What are the distinguishing characteristics of the 'student experience' at the university?

6. Are you aware of the university courses that include a component of community-based or service learning? If yes, what do you know about them and how did you learn of them?

7. Do you tell prospective students/staff/faculty that the university offers service learning courses or engages in community partnerships? Why or why not?

8. What effect do you think university-community partnerships have on our institutional image and how do you know?

INSTITUTIONAL DOCUMENTATION

Many institutions have available documentation that can be analyzed to determine impact of community-based education. Examples of those artifacts and documents include the following:

Records of gift giving
Media coverage of the institution (newspaper articles, television spots, etc.)
Student awards
Attendance logs from faculty development events (workshops, seminars)
Internal newsletters describing faculty achievements, curriculum changes, etc.
Student retention data
Admissions data
Alumni survey data
Promotion and tenure guidelines
Course schedules and catalog
Program descriptions

INSTITUTIONAL INTERVIEWS PROTOCOL: NEW FACULTY

1. In your hiring process were the university's community partnerships described to you? How were they described?

2. Have you heard about our community-based learning courses? How were they described? Are you interested in teaching such courses?

3. Have you seen the promotion and tenure guidelines for this university?

4. What attracted you to this university (or use institution name)?

5. What are the goals for your work here at this institution (or use name)?

SAMPLE AGREEMENT FORMS

PARTNERSHIP AGREEMENT AND PROJECT DESCRIPTION FORM

Purpose

The Partnership Agreement and Project Description Forms are designed to record terms of a partnership agreement and pertinent information about partners and project. The value of the form is that expectations are clearly recorded and agreed to by both partners. The form provides a focused record of community service data such as number of students, major service activities, goals and projected outcomes. Data collected on the form can contribute to a database and provide quantitative measures of the impact of a community service project. In addition, the Partnership Agreement and Project Description (short form) has been designed to address liability issues with its language and content. The samples provided are based on Oregon policies and laws. Any institution adopting these forms should consult with their institution's legal counsel for language appropriate to their state.

Preparation

Prior to completion and signing of the Partnership Agreement and Project Description Form, the university and community partners are urged to reflect on the partnership and project to determine goals and expectations. Reviewing the form in the early stages of a partnership provides a preview of the terms of agreement and the kind of planning that must proceed a project.

Administration

The Partnership Agreement and Project Description Forms are to be completed collaboratively by the community and university partners. A course proposal is generally attached to the forms. At this time all constituencies (student, faculty, community partner) will sign the long form, but only university and community representatives will sign the short form.

The second part of the long form is the Final Project Report. It is intended for use by the university faculty member with input from the community partner.

Analysis

The Partnership Agreement and Project Description Form will provide both quantitative and qualitative data. Analysis will differ for the varied information recorded on the form and will depend on the purpose for which the data is intended.

PARTNERSHIP AGREEMENT AND PROJECT DESCRIPTION
(LONG FORM)

TERMS OF PARTNERSHIP AGREEMENT

Portland State University and _____ _____ (agency name) are entering into a partnership to create service learning experiences in the community. The faculty representative, agency representative and student identified below agree to conduct a project activity according to partnership objectives, roles and responsibilities and evaluation components as described in the Partnership Project Plan Summary on the reverse side. In addition:

The student agrees to:

- actively participate in orientations and progress meetings;
- be punctual and conscientious in attendance and performance of agreed activities and keep records of time worked;
- participate in the assessment of the project

The faculty representative agrees to:

- provide appropriate orientation to the community experience and learning goals and on-going support as needed by the student
- assess the student's attainment of learning objectives

The community partner representative agrees to:

- provide appropriate orientation to the agency and the community, and on-going support to the student
- participate in the assessment of the student's effectiveness and project's impact on the agency and in the community

PARTNER INFORMATION:

University school/department: _____

Community partners organization type [✓]

[ ]	Non-profit agency	[ ]	Public school
[ ]	Local government	[ ]	Private school
[ ]	State government	[ ]	Private business
[ ]	Federal government	[ ]	Other:

Primary focus or mission of community partner [✓]

[ ]	Education	[ ]	Environment
[ ]	Health	[ ]	Arts and culture
[ ]	Public safety	[ ]	Economic development
[ ]	Human services	[ ]	Other:

PROJECT INFORMATION

Project: title: _____

Project description: _____

_____

Check [✓] box if: (a) this is the first time for the project: ❑ (b) this is the first partnership project with these partners ❑

Total number of students to be involved in project: _____ Estimated total number of student/hours: _____

Basis for student participation: Required as part of course ❑ Capstone experience ❑ Internship ❑ Other: _____

Starting Date: _____ Ending Date: _____ Work Schedule (days/hours):

_____

_____	_____	_____
Student	Faculty	Agency representative
_____	_____	_____
Address	Address	Address
_____	_____	_____
phone	phone	phone

PROJECT PLAN SUMMARY

COMMUNITY GOALS

The goal areas listed below have been developed by the Oregon Progress Board and provide the structure for the Oregon Benchmarks. These goal areas are useful for providing a context for planned projects and for purposes of organizing data related to community/university partnerships. Select the goal area(s) listed below which is (are) closest to the goals of the project with a (✓). Indicate as many goal areas as are applicable but indicate the primary goal area with (✓).

(✓) *Project activities which promote or support:*	(✓)
( ) Nurturing families, thriving children	( ) Unspoiled natural environment
( ) Student success in school	( ) Convenient, accessible/environmentally sensitive communities
( ) Student health	( ) Safe, enriching and civic minded communities
( ) High school to post secondary educational attainment	( ) Increased standard of living
( ) Adult education	( ) Diverse and productive industry
( ) Adult skill proficiency	( ) Reasonable costs of doing business
( ) Adult health	( ) Capacity for expansion and growth
( ) Equal opportunity and social harmony	( ) Access to markets and information
( ) Public finance and public agency performance:	( ) Other:

PROJECT PLAN

Provide 1 to 3 examples of representative activities that students will perform in this project, the potential benefits for both the community and the student, and the measures that will be considered indicators of the project's beneficial outcomes:

Project activity example 1:
Project activity example 2:
Project activity example 3:
Estimated percentage of total project time student will likely spend in direct contact with individuals in the community: ____%
Anticipated community benefit of project:
Indicate the project's target population (i.e. the intended beneficiaries in the community)
Indicators or outcome measures to be utilized:
Student learning objectives:
Indicators or outcome measures to be utilized:

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FINAL PROJECT REPORT

Project title: _____

Starting date: _____ Ending date: _____ Term: _____ School/dept. _____

Community partner name: _____ Zip code: _____

Community partner contact name: _____ Phone # _____

STUDENT PARTICIPATION PROFILE

Number of students:				(#) Number of students and declared majors:	
Fresh:	_____	Male	_____	major:	#
Soph:	_____			_____	_____
Junior:	_____	Female	_____	_____	_____
Senior:	_____	Minority students	_____	_____	_____
Grad:	_____	Total number of students	_____	_____	_____
Other:	_____	Total student/hours	_____	Undeclared	_____
		percent direct community contact	_____%		

PROJECT RESULTS -- COMMUNITY

Summarize project results and indicators of the project's benefit to the target population and the community partner

Summarize community project results:

Indicators of direct project benefits to individuals in the community (as described in "target population" section as below):

Total number of individuals in the community directly benefiting from the project: _____

Indicators of project benefits to community partner organization:

TARGET POPULATION:

Indicate all applicable characteristics of the project's target population with a [✓]. Indicate the primary characteristic with [✓✓]

Age categories:	*Geographic location*:	
( ) infants	( ) specific neighborhood(s): specify	( ) special population characteristics (i.e. individuals with specific education or health needs, minorities, homeless, etc.) Specify:
( ) pre-school children	( ) specific school district: specify	
( ) elementary school age children		
( ) high school age youth		
( ) adults	( ) specific city: specify	
( ) senior adults (62 + yrs)		
( ) other:	( ) other	

PROJECT RESULTS -- STUDENTS

Provide 1 to 3 examples of project results which are indicative of how the project benefited the students

Example 1:
Example 2:
Example 3:

PROJECT RESULTS -- FACULTY

Describe any benefits to the faculty partner in teaching, research or service that have resulted from being involved in this project

Teaching benefits
Research opportunities
Service:

FUTURE DIRECTIONS

Describe any plans to repeat the project, as well as any improvements or revisions that would enhance future projects
Describe any plans or opportunities for assessing the future impact or benefits of the project for community partner, student and/or faculty

Faculty signature _____ date: _____ phone _____

PARTNERSHIP AGREEMENT AND PROJECT DESCRIPTION
(Short Form)

This Agreement is entered into by and between the State of Oregon, acting by and through the State Board of Higher Education on behalf of Portland State University (hereinafter UNIVERSITY), and _____ (hereinafter COMMUNITY PARTNER) for the purpose of creating community based service-learning experiences (Capstones) for UNIVERSITY students.

PENDING APPROVAL BY THE UNIVERSITY'S CAPSTONE APPROVAL COMMITTEE, the UNIVERSITY and the COMMUNITY PARTNER agree to conduct a project activity according to the partnership objectives, roles and responsibilities as described in this Agreement.

Term of this Agreement:
This Agreement becomes effective upon the last date accompanying the signatures below and remains in effect until either: 1) the assigned Capstone experience is completed, or 2) it is terminated by mutual consent of the parties, or 3) it is terminated by one party upon 30 days' prior written notice to the other party.

Designated Representatives:
The UNIVERSITY and the COMMUNITY PARTNER agree to assign the following individuals to be responsible for the conduct of this Capstone experience:

UNIVERSITY Faculty Representative:

_____
Name
_____
Title
Address_____
_____
_____
Phone #_____

COMMUNITY PARTNER Representative:

_____
Name
_____
Title
Address_____
_____
_____
Phone #_____

The following individual will be responsible for the direction and supervision of UNIVERSITY students while at the COMMUNITY PARTNER's site:_____.

The UNIVERSITY's faculty representative agrees to :

- Provide students an orientation appropriate to the Capstone and to articulate course learning goals.
- Provide on-going support as needed by the student(s).
- Assess student(s)' attainment of learning objectives.
- Work to ensure that students involved in this Capstone experience understand and follow COMMUNITY PARTNER's administrative and operating policies, procedures, rules and regulations while at COMMUNITY PARTNER's site.
- On an as needed basis, to submit to the COMMUNITY PARTNER a listing of students participating in this Capstone experience.

The COMMUNITY PARTNER agrees to:

- Provide orientation to the community agency, including informing students and UNIVERSITY's representatives of COMMUNITY PARTNER's administrative and operating policies, procedures, rules and regulations.
- Provide on-going support as needed by the student(s).
- Clarify specifically what duties and responsibilities students are required to perform
- Offer feedback to faculty and students regarding student effectiveness in meeting the needs of the community.

Both Parties mutually agree:

- That no party shall engage in discrimination in the treatment of any participating student connected with the Capstone. Discrimination means any act that either in form or operation, and whether intended or unintended, unreasonably differentiates based on age, handicap, national origin, race, marital status, religion, sex or sexual orientation.
- COMMUNITY PARTNER may request UNIVERSITY to withdraw from the Capstone any student who, in the COMMUNITY PARTNER's judgement, is not performing satisfactorily, or who refuses to follow COMMUNITY PARTNER's administrative and operating policies, procedures, rules, and regulations. Such requests must be in writing to the UNIVERSITY's faculty representative and must include a statement of reason(s), which shall not be based on prohibited discriminatory treatment.
- The consideration for this Agreement is that the COMMUNITY PARTNER agrees to provide Capstone experience to the UNIVERSITY student(s) at no charge to the UNIVERSITY and the student completes the Capstone experience for the granting of academic credit. Any additional special arrangements in which the UNIVERSITY agrees to provide any supplies, equipment, etc. as part of the Capstone experience shall be documented in writing prior to the beginning of any Capstone experience and made a part of this Agreement.
- The students involved in this Capstone experience are not employed by the UNIVERSITY. Any compensation arrangements made between the COMMUNITY PARTNER and the student(s) are outside of this Agreement. Except for any special arrangements specifically documented as referenced in the above paragraph, the student is responsible for her/his own transportation, parking, and any expenses associated with this Capstone experience.
- The Oregon Tort Claims Act (ORS 30.260-30.300) permits the UNIVERSITY to accept responsibility only for the acts of its officers, employees, and agents. Since a student does not qualify as any of those persons, the UNIVERSITY is not liable for the acts, omissions, and conduct of the students.
- It is the COMMUNITY PARTNER's responsibility to determine what provisions or actions are necessary to fulfill any liability and workers' compensation obligations that are created by the Community Partner's participation in this Agreement.

Capstone Experience Description

Community Goals:

The goals listed below have been developed by the Oregon Progress Board. Select the goal area(s) which is/are closest to the goals of the project with a "x".

( ) Nurturing families, thriving children
( ) Student success in schools
( ) Student Health
( ) High school to post secondary educational attainment
( ) Adult education
( ) Adult skill proficiency
( ) Adult health
( ) Equal opportunity and social harmony
( ) Public finance and public agency performance
( ) Unspoiled natural environment
( ) Environmentally sensitive communities
( ) Safe and civic minded communities
( ) Increased standard of living
( ) Diverse and productive industry
( ) Reasonable costs of doing business
( ) Capacity for expansion and growth
( ) Access markets and information
( ) other:

[For Capstone description, see attachment: COURSE PROPOSAL INFORMATION]

The parties by signature below acknowledge that they have read and understood the Agreement and agree to be bound by its terms and conditions.

COMMUNITY PARTNER Organization:

_____
Signature (Agency Representative)

_____
Typed Name and Title

_____
Date

Address:_____

_____

_____

State of Oregon, acting by and through the State Board of Higher Education on behalf Of Portland State University:

_____
Signature (Faculty of Record)

_____
Typed Name and Title

_____
Date

_____
Janelle D. Voegele, Development Program Coordinator

_____
Date

Course Proposal Information

Course Title_____ Course Number_____

Course Duration (1, 2, or 3 quarters)_____ Credits per term_____
(Faculty may give students Incomplete grades until the Capstone Project has been completed)

Starting Date _____

1. Briefly describe the expected final product which the students will create to meet a community need.
(Examples include a public presentation, video, web site, brochure, report, or a production.)

2. Please identify the appropriate majors that could be involved in this Capstone.
(Capstones should utilize the expertise of students from a variety of disciplines.)

3. Briefly describe how the Capstone Course will address the goals of University Studies in the following areas:

a. **Communication** (how specifically will students' oral and written communication skills be enhanced in this project through course design and activities)

b. **Appreciation of Diversity** (how will students develop an understanding of differences within this course)

c. **Critical thinking** (how will students utilize different modes of inquiry and make meaning of community issues)

d. **Understanding of social responsibility** (how do students learn to appreciate the impact of their personal life choices upon their community and/or society at large)

Requested by_____ Date_____

Faculty of Record _____ Date _____

Approved by Department Chair_____ Date_____

ORDER FORM

Assessing the Impact of Service Learning: A workbook of Strategies and Methods

Center for Academic Excellence
Portland State University

A comprehensive guide to assist faculty, students, institutional leaders and community partners in understanding and assessing the impact of community-based service learning. The workbook includes an overview of assessment strategies, a series of assessment measures, guides for the administration of each measure, and suggestions for how to use assessment data to further improve teaching and learning.

Copies of the workbook are available for $15 (includes postage), and may be ordered by completing this order form and returning it with payment to: Center for Academic Excellence, Portland State University, P.O. Box 751-CAE, Portland, OR, 97207-0751.

Name and Title: _____

Organization: _____

Mailing Address: _____

City, State, Zip: _____

Phone: (____) _____ Fax: (____) _____

Assessing the Impact of Service Learning: A Workbook of Strategies and Methods has been prepared by faculty, staff and students at Portland State University. The work was supported in part by a grant from the Corporation for National Service, Learn and Serve America: Higher Education Program. Support from the Corporation and The Pew Charitable Trusts, through the Health Professions Schools in Service to the Nation program, is also acknowledged. For further information call the Center for Academic Excellence at 503-725-5642.